

Special Superintendents' Webcast

Aug. 18, 2020

Agenda

COVID-19 Updates with the Kentucky Department for Public Health

*Dr. Steven Stack, Commissioner; Dr. Connie White, Deputy Commissioner;
and Emily Messerli, DNP, APRN, FNP-C, Immunization Branch Manager*

New KDE Guidance – Orientation and Targeted Services Guidance

Kelly Foster, Ed.D., Associate Commissioner, KDE Office of Continuous Improvement and Support

Gretta Hylton, Associate Commissioner, KDE Office of Special Education and Early Learning

Robin Kinney, Associate Commissioner, KDE Office of Finance and Operations

New KDE Guidance – 2020-2021 Participation Tracking in Infinite Campus

Caryn Davidson, Academic Program Consultant, KDE Office of Teaching and Learning

Josh Whitlow, Academic Program Consultant, KDE Office of Finance and Operations

KDE Communications Updates

Toni Konz Tatman, KDE Interim Director of Communications

Question and Answer Session

KDE Leadership Team and Invited Guests

COVID-19 Updates with the Kentucky Department for Public Health (Healthy at School)

TEAM
KENTUCKY

#HealthyAtSchool

Steven J. Stack, MD, MBA
Commissioner

Connie Gayle White, MD, MS,
Deputy Commissioner

Emily Messerli, DNP, APRN,
Immunization Branch Manager



Healthy at School

Safety Expectations

Strategies that must be implemented by schools.

- School health policies
- Cloth face coverings, PPE
- Screening for all students and staff (temperature checks)
 - School exclusion
- Sanitization and environmental factors
 - Social distancing
 - Contact tracing

Best Practices

Additional strategies that schools may choose to follow.

- Physical barriers
- Discontinuing attendance-dependent rewards
 - Meals served in classrooms
 - Flexible sick leave policies
- Designated Healthy at School officer
 - Training for staff

COVID-19 Testing Data and Usage

Commissioner Steven J. Stack, MD, MBA

August 17, 2020



Kentucky Public Health

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Many Test Data Variables

- Traditionally, (+) results are “reportable,” but (-) results are not. Impedes:
 - Statistical calculations
 - County-level data reporting
- Tests run and results reported on a single day were collected, run and reported on a variety of different days; numerators and denominators don’t align.
- Many COVID-19 “labs” didn’t previously test/report communicable diseases and/or are not even “labs” (e.g., nursing home).
- Federal and state laws, regulations and technology systems are complex.
- Patients live in County A, get tested in County B and work in County C.

Gathering Test Data is Complicated



e-Fax
'flat files'

NEDSS

KHIE

- Local and state
- Manual entry
- Labor intensive
- Local health depts.
- State health dept.
- Many, many "labs"

- National
- Launched 2003
- 26 states and territories
- Local health depts.
- State health dept.
- LabCorp and Quest

- State
- Automated
- Intricate onboarding
- ≥ 33 labs



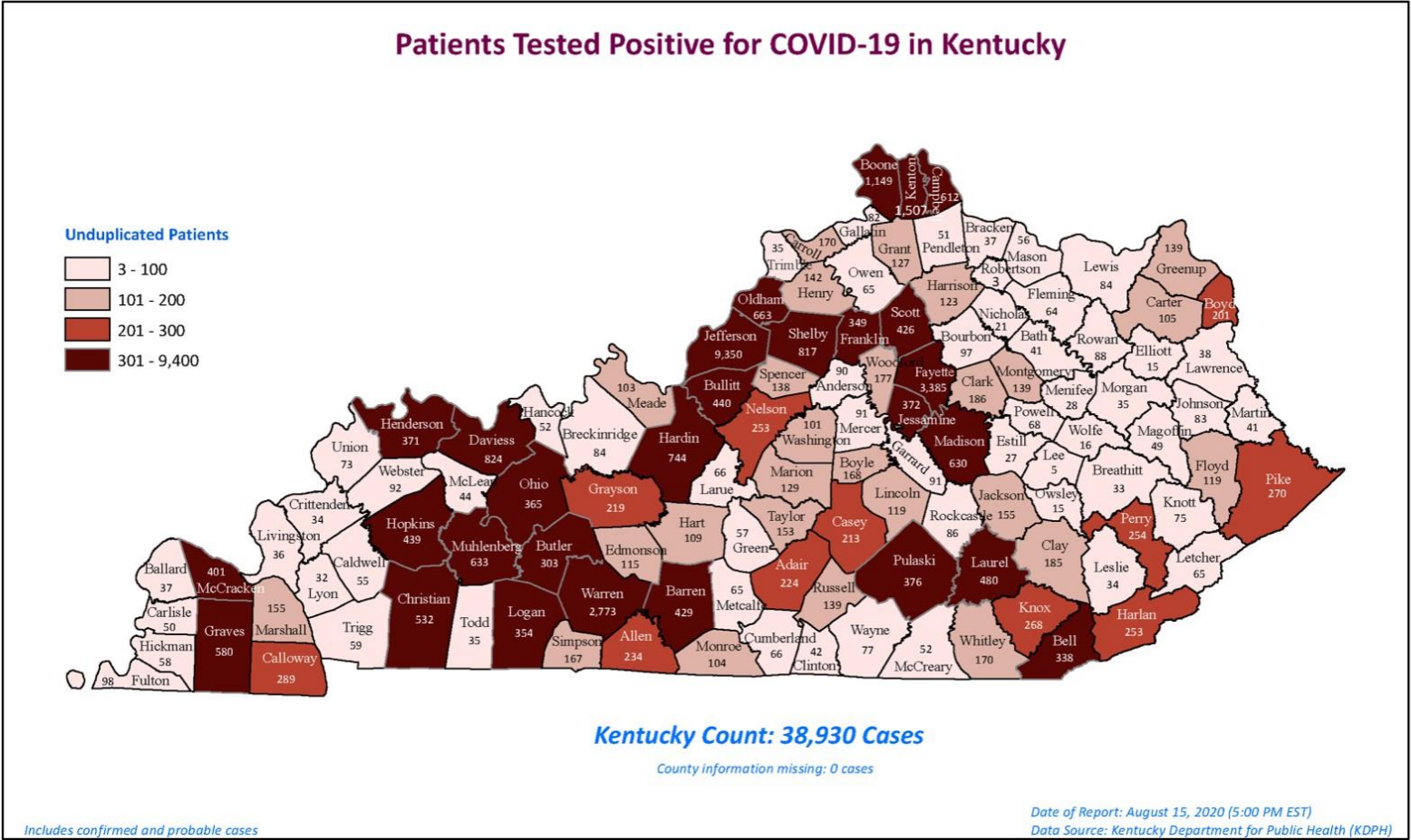
Lots of Data at kycovid19.ky.gov

Interactive Maps

View Confirmed Cases, Cases by County, Cases by Sex, Cases by Age Group, Confirmed Deaths, Deaths by Sex and Deaths by Age Group.

- Desktop Dashboard
- Mobile Dashboard

In the event of a discrepancy between case confirmations, please note kycovid19.ky.gov is reporting confirmed cases by the Kentucky Department of Public Health (KDPH). We are working diligently to confirm cases as they are reported to KDPH.



Metrics and Decision-making



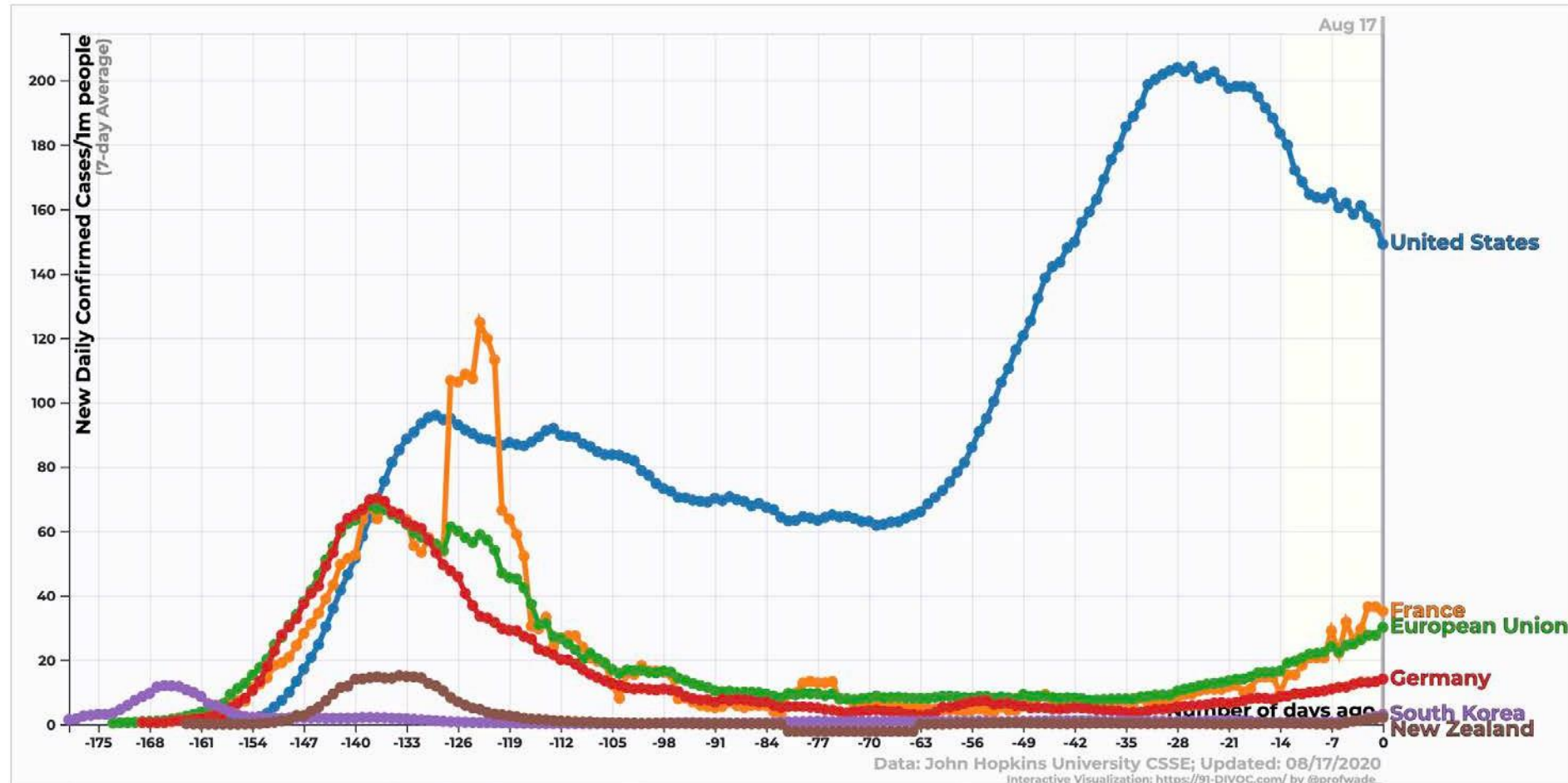
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Global Disease Burden

New Confirmed COVID-19 Cases per Day, normalized by population

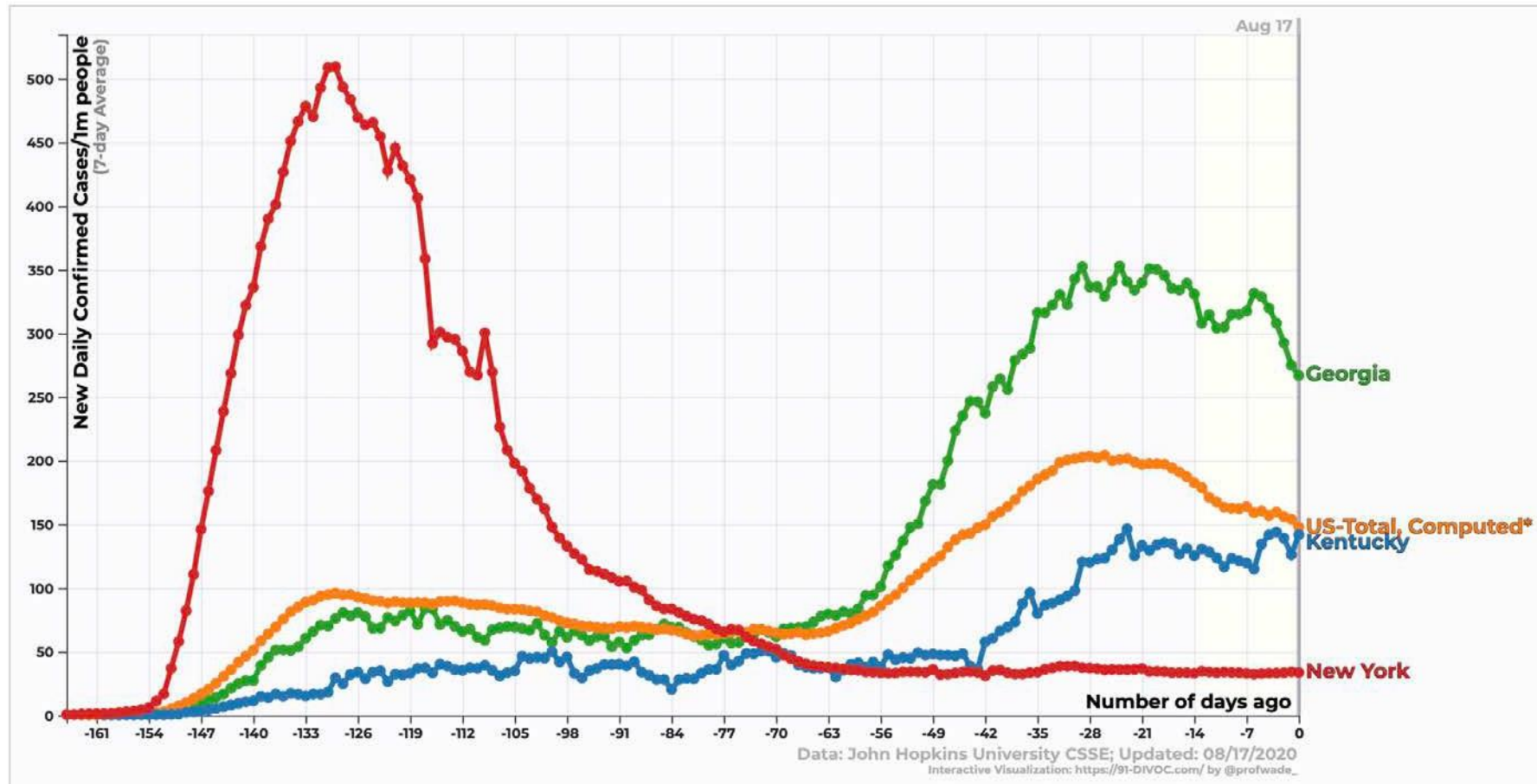


August 2020



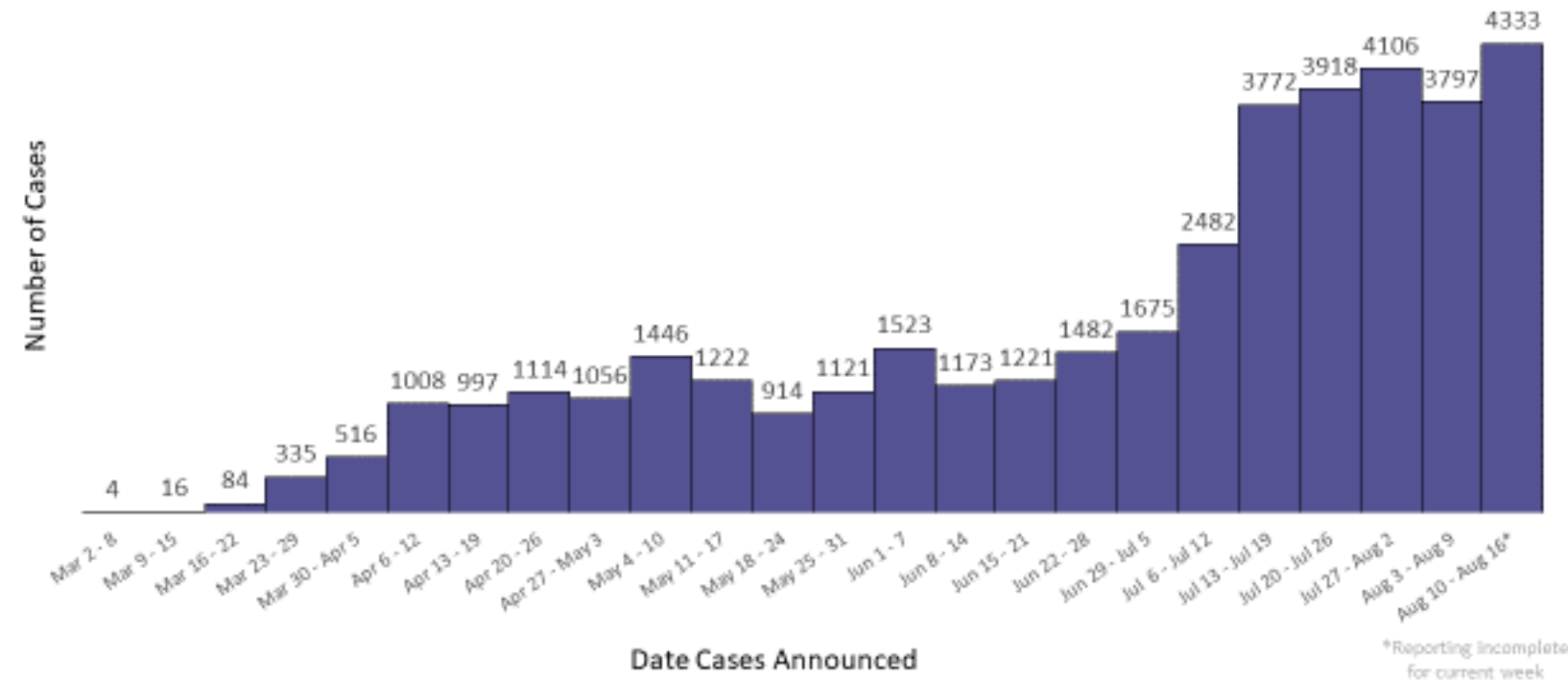
Domestic Disease Burden

New Confirmed COVID-19 Cases per Day by US States/Territories, normalized by population



KY New COVID-19 Cases by Week

Kentucky COVID-19 New Cases by Week (n = 39,315)



Last Updated August 17, 2020

NYC Pandemics: 1918 vs. 2020



From: **Comparison of Estimated Excess Deaths in New York City During the COVID-19 and 1918 Influenza Pandemics**

JAMA Netw Open. 2020;3(8):e2017527. doi:10.1001/jamanetworkopen.2020.17527

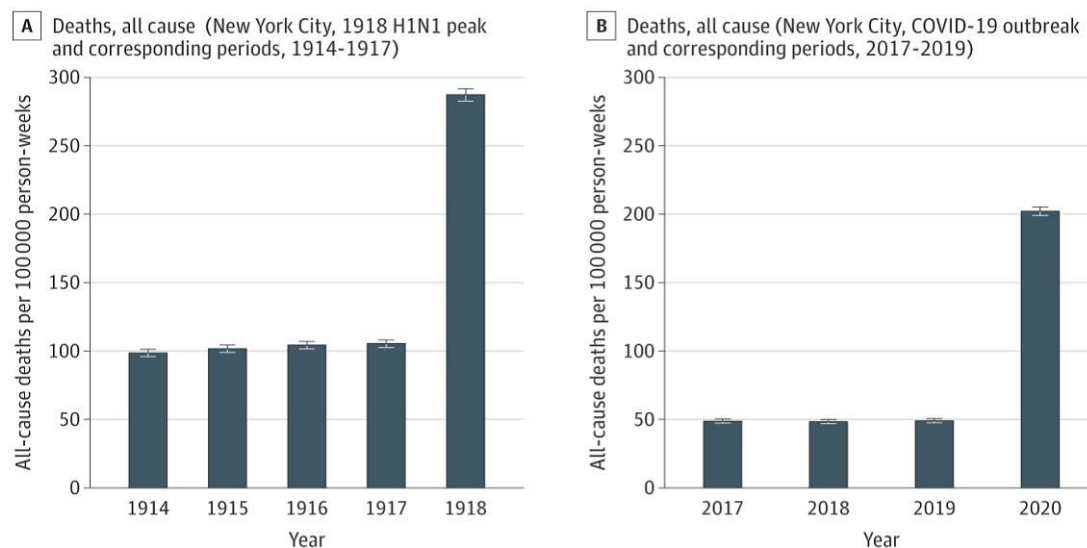


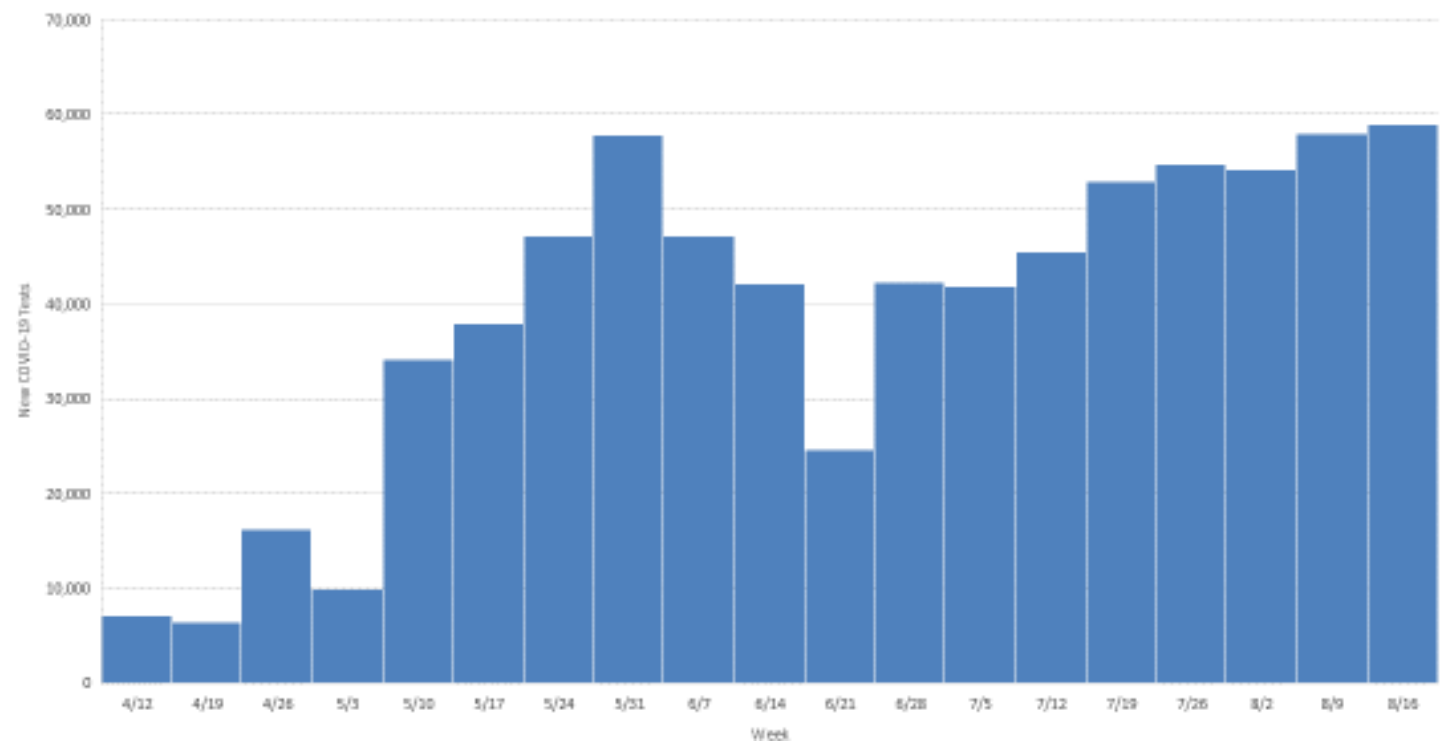
Figure Legend:

Deaths in New York City During the 1918 H1N1 Influenza Pandemic and the Coronavirus Disease 2019 (COVID-19) Pandemic and During the Preceding Years of Both Pandemics



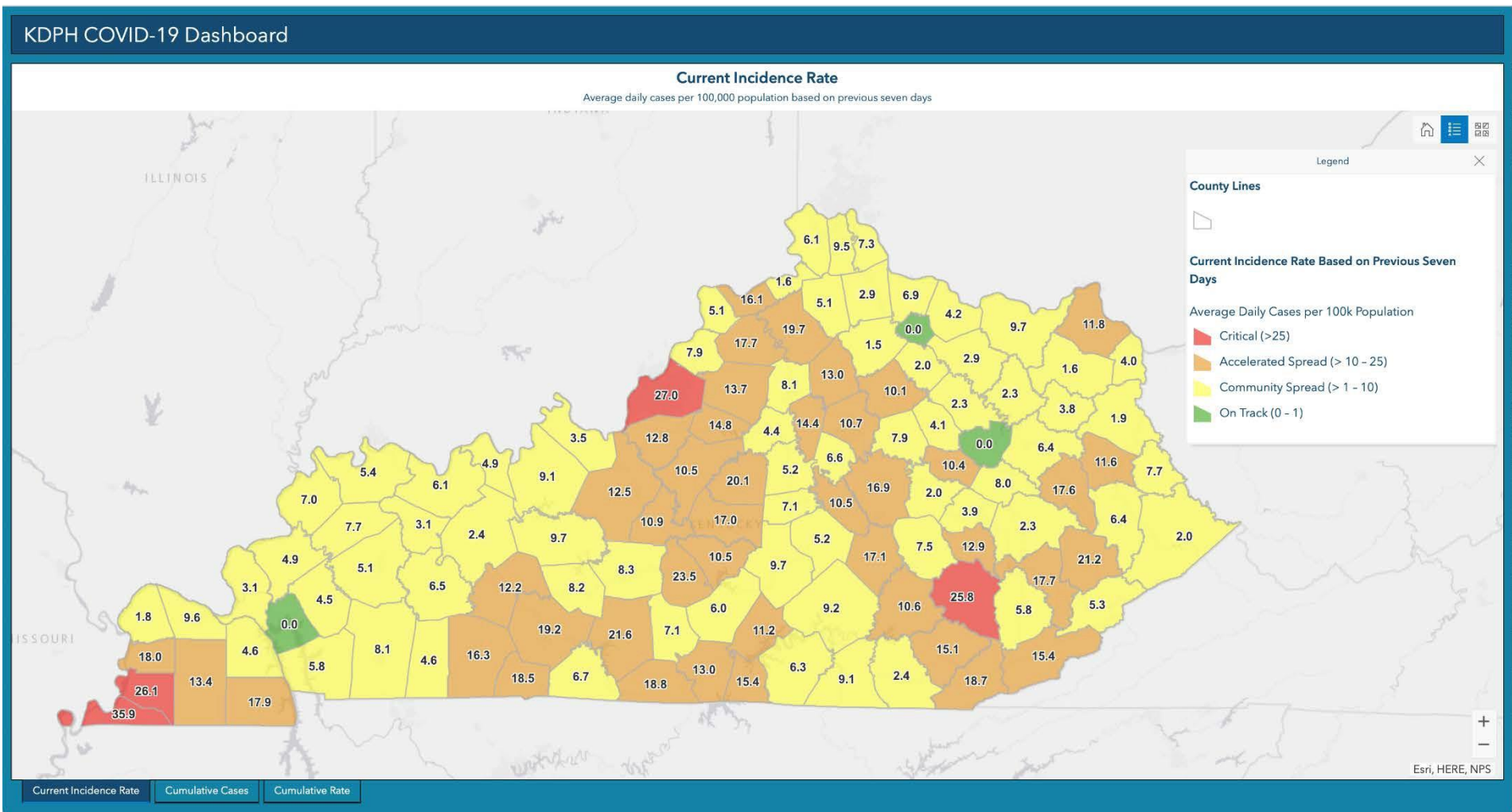
KY COVID-19 Tests by Week

Total New COVID-19 Tests by Week Reported by Laboratories Testing KY Citizens





KY Incidence Rate (8/17/20)



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Public Reporting



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Release of Information

“Health officials can best serve the public by providing as much information as possible within the limits of the law and the need to protect privacy, because openness fosters trust. Journalists can best serve their readers by filing complete and accurate stories that explain the full context, and by respecting individuals’ desire for privacy.”

The screenshot shows the AHCJ website with a navigation bar at the top containing links for HOME, TRAINING, RESOURCES, NETWORKING, CAREER DEVELOPMENT, and ADVOCACY. Below the navigation bar is a search bar and a 'Join or renew today' button. The main content area features the title 'Guidance on the release of information concerning deaths, epidemics or emerging diseases' and an 'Introduction' section. The introduction states that the guidelines emerged from a meeting of public health officials, health care journalists, and public health information officers, co-sponsored by the Association of State and Territorial Health Officials, the National Association of County and City Health Officials, and the Association of Health Care Journalists in October 2010. A draft was circulated to ASTHO members, NACCHO, and the AHCJ board, and their comments were incorporated. The text continues, stating that the meeting was prompted by the wide variation in information released by state and local public health officials about people in their localities who died in the H1N1 pandemic of 2009. The disparate approaches – with some jurisdictions releasing specific information about the age, gender and residence of victims and others releasing little or no personal information – became the subject of news reports, distracting from health messages and inadvertently undermining public trust. Below this, it states that the guidelines are voluntary and should be released about deaths, epidemics, emerging diseases or illnesses. These guidelines are deliberately flexible so they can be adapted to each case, local circumstances and local regulations. At the same time, the groups agreed that a common set of information should, with rare exceptions, be released in these situations. A unique aspect of this process was that journalists were involved in developing the guidelines and agreed to promulgate ethical standards, calling on their peers to respect privacy and attend to context. The 'Background' section follows, stating that communication with the public is a crucial role of governmental health officials, especially in times of crisis. Whether it is a natural disaster or an unfamiliar illness, people want to know what is happening, what to expect, and what actions they can take to protect themselves and their families. The public wants to know, as well, how the crisis is playing out in their local communities, including information about deaths and illnesses of individuals. Usually the best way to get such information to the public is through the media. The text continues, stating that nothing deepens anxiety and erodes trust more than the perception that government officials are hiding information from the public. Responses can range from unnecessary anxiety to denial, instead of informed, appropriate actions. In a public health crisis, officials need to balance the requirement to protect the confidentiality of individuals' health information against the need to keep the public informed and engaged. In media parlance, the "cover-up" can become a bigger story than the actual event. Thus, it is important for public health officials to provide as much information as possible or allowed, and for journalists to provide context for information provided. When information is withheld, it is important for public health officials to explain why and for the media to also report why, to avoid creating unwarranted distrust. The text continues, stating that when public health officials reveal what they know and don't know, they can build trust and credibility – this is essential before people will accept advice. Openness promotes an understanding of what public health agencies do and a clearer picture of the real health risks that people face. Health officials may worry that releasing information to the media could deter individuals from cooperating in future outbreak investigations, for fear they will be identified. The recommendations below provide a consistent framework to both protect individuals' identities and fulfill the public's need for information. Health officials also want to allay unfounded fears while explaining the risks so that people can take appropriate actions to avoid harm. Sometimes, even when there is no action to be taken, it is advisable for health officials to give out information to prevent rumors from filling the void. Otherwise people may take inappropriate or unnecessary actions or feel they had been misled. But frequently, there are circumstances when information must be withheld.

astho™
NACCHO
National Association of County & City Health Officials

AHCJ
Association of Health Care Journalists
Center for Excellence in Health Care Journalism
Better coverage. Better health.

<https://healthjournalism.org/secondarypage-details.php?id=965>

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Openness vs. Privacy

“When public health officials reveal what they know and don't know, they can build trust and credibility - this is essential before people will accept advice. Openness promotes an understanding of what public health agencies do and a clearer picture of the real health risks that people face. Health officials may worry that releasing information to the media could deter individuals from cooperating in future outbreak investigations, for fear they will be identified. The recommendations below provide a consistent framework to both protect individuals' identities and fulfill the public's need for information.”



Contact Tracing

A Confidential Public Health Resource

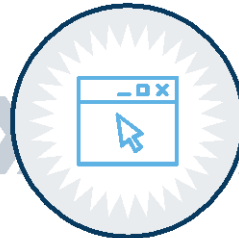
What is Contact Tracing?

Contact Tracing is a process used by the Kentucky Department for Public Health to help stop the spread of diseases like COVID-19.

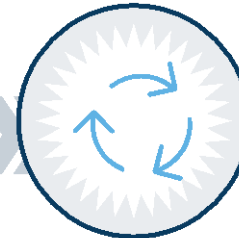
Goal: Stop the Spread and Save Lives



Public Health workers reach out to individuals who have contracted COVID-19 to assess their situation and **track any recent in-person contacts.**



Tracers reach out to identified contacts to **provide instructions and connect them to local resources.**



By **following instructions** provided by the Tracer, contacts help **stop the spread** of COVID-19 and **save the lives of Kentuckians.**



Long-Term Care Facility Reporting

BHDID Facilities Update
Week of 8/3/2020

Long Term Care
and other Congregate Facilities Update



PATIENT								
Facility	POSITIVE				Negative	Pending		Total
	Current	Cleared	Other	Ever		Initial	Retest	
Appalachian Regional Healthcare	9	0	0	9	0	0	0	9
Eastern State Hospital	0	0	2	2	426	8	0	436
Central State Hospital	0	0	0	0	21	1	0	22
Western State Hospital	0	11	3	14	263	6	0	283
KY Correctional Psych Center	0	0	0	0	34	0	0	34
Oakwood ICF	0	0	0	0	6	42	0	48
Outwood ICF	0	0	0	0	0	0	0	0
Hazelwood Center	0	31	1	32	55	0	1	87
Bingham Gardens	0	0	0	0	20	0	0	20
Total Patient Category	9	42	6	57	825	57	1	939

STAFF								
Facility	POSITIVE				Negative	Pending		Total
	Current	Cleared	Other	Ever		Initial	Retest	
Appalachian Regional Healthcare	8	0	0	8	105	0	2	113
Eastern State Hospital	1	4	0	5	75	1	0	81
Central State Hospital	0	3	0	3	103	1	0	107
Western State Hospital	1	32	1	34	263	0	0	297
KY Correctional Psych Center	0	1	1	2	154	0	0	156
Oakwood ICF	9	3	0	12	456	2	0	470
Outwood ICF	0	1	0	1	0	0	0	1
Hazelwood Center	6	47	1	54	288	0	1	342
Bingham Gardens	1	5	0	6	78	0	0	84
Total Staff Category	26	96	3	125	1522	4	3	1651

August 2020



K-12 School Reporting

New COVID + student(s)/staff identified.



School and Public Health communicate.



School notifies school community.



KDPH publishes school case(s) report.



**Unfortunately, there is no easy path. But,
we will get through this together.**

Thank you!



Kentucky Public Health

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COVID-19 Considerations for Reopening Schools:

Welcoming Students for Orientation and Targeted Services

Kelly Foster, Ed.D., *KDE Associate Commissioner, Office of Continuous Improvement and Support*

Gretta Hylton, *KDE Associate Commissioner, Office of Special Education and Early Learning*

Robin Kinney, *KDE Associate Commissioner, Office of Finance and Operations*

Universal Expectations

- Schools and districts prioritize virtual experiences whenever possible.
- If an in-person experience is necessary, maintain the five health and safety expectations:
 - Social distancing
 - Cloth face coverings
 - Screening and school exclusion
 - Sanitization and environmental factors
 - Contact tracing
- Reduced Capacity
 - 15% of normal student capacity, AND
 - No more than 10 people in a room at a time.

Pre-Planning is Key

- Consider the need and scope for an in-person activity:
 - What is the purpose of the activity and could it be conducted remotely?
 - What tasks do we need individual participants to complete? Can they be completed online? Have we tried it online before?
 - What materials will be distributed/collected? How will we ensure that those materials are kept safe and sanitized? Is the distribution/collection of the materials necessary?
 - Which aspects of an in-person activity are absolutely necessary? Can we move a portion of the activity to a virtual environment to shorten the duration of in-person contact?
- Whenever possible, prioritize virtual experiences.

Models for Orientation

- Outdoor orientation
- Rotating stations
- By appointment only
- Virtual orientation

Providing Targeted Services

- Targeted services supplement virtual instruction.
 - Evaluation
 - Necessary hands-on experiences
 - Mental health or academic counseling
 - Occupational, physical or speech therapy
 - Targeted remediation or tutoring

Targeted Services Continued

- Districts may determine necessary targeted services.
- Must be available to all students.
 - Districts may prioritize vulnerable student populations.
- Must be time-bound – 2 hours maximum
- Staggered start and end times to reduce hallway and entry way congestion
- Targeted services must be supplemental to usual instruction.
Participation in targeted services should not excuse a student from required virtual work.

Vignette: Welding

- A welding teacher wants to hold a one-hour, hands-on experience for students.
 - Students already are participating in a virtual curriculum that includes safety, welding processes and theoretical information.
 - Hands-on experience is limited to one hour. All students wear masks and have a health screening before entering the building/classroom.
 - Students must pre-register and only eight students may participate each session.
 - Students who choose not to participate will be offered other hands-on experiences when school reopens.
 - All students leave the building immediately after the experience.
 - Space is sanitized before the next session.

Vignette: Remediation

- Kentucky Elementary has 40 students who are demonstrating significant learning loss during the first days of virtual instruction.
 - School offers an intensive remediation program for 90 minutes every other day.
 - No more than five students participate in each group.
 - A single teacher is assigned to conduct remediation, leaving other teachers free to facilitate virtual learning during the school day.
 - In between sessions, the classroom is sanitized.
 - All parents have the opportunity to enroll students in the program, but priority is given to the 40 students identified by the school.

Vignette: AP Physics

- Two students are expressing frustration with their ability to master the calculations for position, velocity and acceleration.
 - The teacher offers tutoring on Wednesdays.
 - One-on-one sessions last for 30 minutes and are offered by appointment only.
 - Appointment times are staggered to allow for sanitization between students.
 - Teacher prioritizes students who already have had a virtual tutoring experience and still need help.
 - An instructional assistant is assigned to the teacher on Wednesdays to help facilitate the virtual environment while the teacher is tutoring.

Considerations for Special Populations

- During orientation, you should follow the guidance outlined in the [COVID-19 Considerations for Reopening Schools – Exceptional Learners and Preschool Students document.](#)
- Students and families who require additional assistance preparing for the new year may be given opportunities to visit the school for private orientation meetings on a separate schedule from other students.
- Schools may need to conduct assessments for eligibility and identification of students with suspected disabilities.

Considerations for Special Populations

- If the Admissions and Release Committee (ARC) has determined a student's offer of a free, appropriate public education (FAPE) includes in-person instruction for special education and related services, then the services should be delivered as written in the student's Individual Education Program (IEP).
- If the IEP calls for in-person instruction for certain special education and related services but the threat to public health is too great, then the ARC should plan for the delivery of compensatory education services as a remedy for failing to provide FAPE once in-person classes resume.

Considerations for Transportation Services

- It may be appropriate for school districts to run multiple bus routes during the day to facilitate the delivery of special services.
- Districts should follow the previously released pupil transportation guidance.

Pitfalls to Avoid

- Avoid providing primary instruction.
- Avoid providing child-care services.
- Avoid allowing large crowds.
- Avoid providing access to playgrounds or social spaces.
- Avoid hosting assemblies.
- Avoid providing welcome tokens.
- Avoid providing food/meals.

COVID-19 Considerations for Reopening Schools:

2020-2021 Participation Tracking in Infinite Campus

Caryn Davidson, *Office of Teaching and Learning*

Josh Whitlow, *Office of Finance and Operations*

Purpose

- July 10 amendment to 702 KAR 7:125 suspends collection of student attendance for 2020-2021
- Student participation based on the [guidelines in the Daily Participation and Non-Traditional Instruction document](#) to be tracked instead
- Share with those scheduling in Infinite Campus



COVID-19 Considerations for Reopening Schools August 17, 2020

2020-2021 Participation Tracking in Infinite Campus (IC)

The purpose of this document is to provide guidance on how to track participation for different types of courses according to the guidelines in the [Daily Participation and Non-Traditional Instruction guidance document](#). The Kentucky Department of Education (KDE) will run a district participation report from Infinite Campus and report that data on the KDE website and to the Legislative Research Commission.

Courses Using Blended Learning Groups

Most 2020-2021 courses should use blended learning groups to track participation. Reference the [Infinite Campus Blended Learning webinar](#). In these courses, learning experiences are delivered/directed by a content-certified teacher at the school/district (whether or not they supplement with content from a digital learning provider).

Course settings do not need to change from prior years. Using sections under the same course for a content area allows for consolidation of grades across sections.

For details on setting up courses, see the [Course Data Standard](#). Examples include:

- 100% remote learning with the potential to shift to in-person if it becomes safe to do so;
- 100% in-person learning with the potential to shift to remote if it is not safe to be in person;
- Hybrid strategies as described in the [Alternative Learning Design Strategies document](#) with the potential to shift to fully in-person learning if it becomes safe to do so or to fully remote if it is not safe to be in person.

Virtual Courses

Students participate in remote instruction that is self-paced and delivered through a digital learning provider. The primary teacher is not necessarily certified in the content of the course, but the course has been evaluated for standards alignment and is supplemented by a content area certified teacher to meet all *Kentucky Academic Standards* requirements.

Schools may set up a placeholder course to track participation in addition to the content courses scheduled outside of the instructional day by using traditional course set up for a virtual course. See [2020-2021 Virtual and Performance-Based Course Set-Up and Daily Participation Tracking](#) for details. Examples include:

- Student is enrolled in a full-time virtual school.
- Students choosing a virtual option from their regular school are assigned to separate courses. The instruction is self-paced through a digital content provider. The teacher connecting with students is not necessarily certified in the course content.

Three Types of Courses

- Courses using Blended Learning Groups
- Most 2020-2021 courses should use blended learning groups to track participation.
 - 100% remote learning with the potential to shift to in-person if it becomes safe to do so;
 - 100% in-person learning with the potential to shift to remote if it is not safe to be in person;
 - Hybrid strategies as described in the Alternative Learning Design Strategies document with the potential to shift to fully in-person learning if it becomes safe to do so or to fully remote if it is not safe to be in person.

Virtual Courses

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- Schools may set up a placeholder course to track participation in addition to the content courses scheduled outside of the instructional day by using traditional course set up for a virtual course. See [2020-2021 Virtual and Performance-Based Course Set-Up and Daily Participation Tracking for details](#)

Performance-Based Courses

- Performance-based courses award credits earned by a student outside of the traditional structure of a 120-hour instructional course, such as dual credit courses. In order to award such credits, districts must establish a policy for performance-based courses as described on KDE's Performance-Based Credit webpage.
- Schools may set up a placeholder course (like 950001 Dual Credit Placeholder) to track participation in addition to the content courses scheduled outside of the school day using traditional [course setup. See 2020-2021 Virtual and Performance-Based Course Set-Up and Daily Participation Tracking for details](#)

KDE Communications Updates

- Virtual Town Hall for Local School Board Members
- Coverings for Kids update
- FAQs for Kentucky's Schools and Districts – More than 811 questions answered since March

Toni Konz Tatman

*KDE Interim Director of Communications,
Office of the Commissioner*



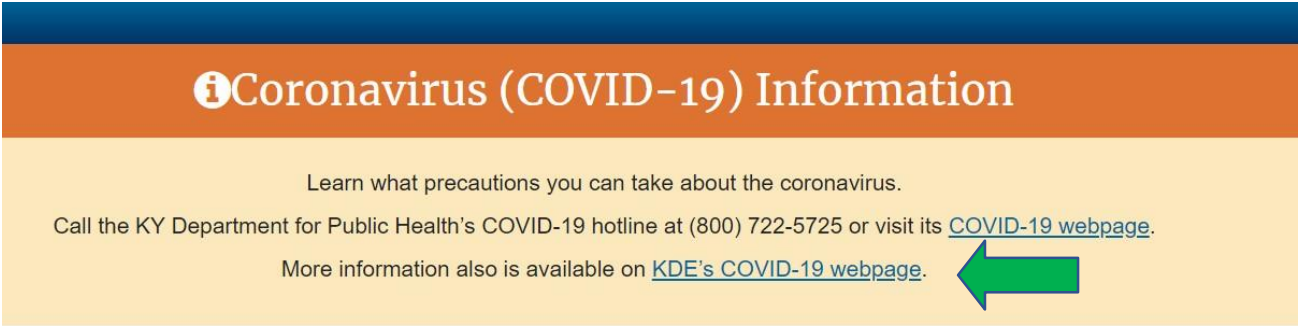
- Town Hall is archived on the [KDE media portal](https://mediaportal.education.ky.gov/).
- The purpose was to discuss Gov. Andy Beshear's direction on Aug. 10 for schools to delay in-person classes until Sept. 28. We also reviewed the major elements of the flagship "[Healthy at School](#)" guidance developed by the Kentucky Department for Public Health (DPH) and KDE, along with other major KDE guidance documents as they relate to reopening for the 2020-2021 school year.
- Questions were taken from local school board members.



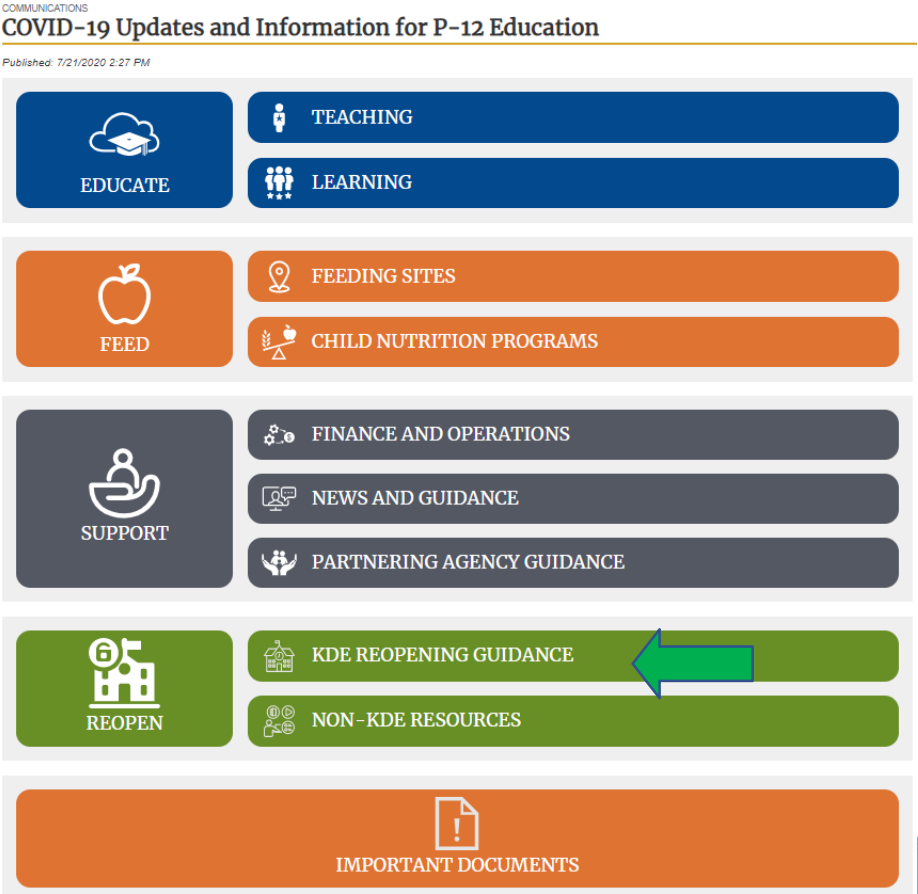
- Initially announced by First Lady Britainy Beshear during the Aug. 4 Superintendents' Webcast; later shared at Gov. Beshear's press conference
- As of today, 55 local school districts (100 % of those responding so far) have appointed coordinators and will begin collecting face coverings and masks!
- Districts have received outreach packet, including language, graphics, drafted social media posts and emails for promotion.
- Districts will decide the ultimate use of the masks



Kentucky Department of Education – Main Webpage



KDE COVID-19 Webpage



Overview of KDE Guidance Issued for Reopening Schools



In response to the COVID-19 crisis, KDE has been committed to providing guidance and solutions that focus on educating and feeding our children and providing support to our districts.

*Since May 15, we have been releasing **weekly** guidance documents to all of our superintendents and districts regarding reopening schools for the 2020-2021 year.*

We also created this “KDE Reopening Guidance” tab on our COVID-19 website, where you can find all of the guidance and our weekly Special Superintendents’ Webcasts, which we have been holding since March.

To Date: KDE COVID-19 Guidance Issued for Reopening of Schools

May 15: [Initial Guidance for Districts and Schools](#)

May 26: [Supporting Student and Staff Wellness](#)

June 1: [Academic Re-entry, Stage One: Drafting an Adjusted Curriculum](#)

June 1: [Evaluating Students' Academic Readiness](#)

June 8: [Alternative Learning Design Strategies](#)

June 15: [Intermittent School Closures](#)

June 22: [Food Service Operations - USDA School Meal Programs](#)

June 24: [\(With Kentucky DPH\) Safety Expectations and Best Practices Guidelines for Kentucky Schools \(K-12\)](#)

June 25: [Pupil Transportation](#)

To Date: KDE COVID-19 Guidance Issued for Reopening of Schools

June 29:

- [Facilities and Logistics](#)
- [Plan for Reopening Secondary Career and Technical Education \(CTE\) Facilities for Completion of Industry Certifications and Lab-Based Dual Credit Coursework](#)

July 6:

- [Workplace Health and Safety](#)

July 13:

- [Academic Re-entry, Stage Two: Meeting Learners' Academic Needs](#)

July 20:

- [Exceptional Learners and Preschool Students](#)
- [Compensatory Education and Extended School Year Services](#)
- [Daily Participation and Non-Traditional Instruction](#)

To Date: KDE COVID-19 Guidance Issued for Reopening of Schools

July 24:

- [*Flexibility for Assigning Staff in the COVID-19 Instructional Settings*](#)

July 27:

- [*Food Service Operations – Waivers for USDA School Meal Programs*](#)

Aug. 10:


- [*Library Media Center*](#)
- [*Class Sizes in Virtual Programs and Courses*](#)

Aug. 17:

- [*Welcoming Students for Orientation and Targeted Services*](#)
- [*2020-2021 Participation Tracking in Infinite Campus*](#)

COVID-19: Answers to FAQs for Kentucky's Schools and Districts

(Last updated Aug. 13. More than 811 questions answered.)

2	 <p>Note: Responses provided herein are based on the best information available to the Kentucky Department of Education, Kentucky Board of Education and Commissioner of Education when published and do not constitute medical or legal advice. Responses are subject to change and are for general information purposes only. If you are seeking medical advice, please see https://govstatus.egov.com/kycovid19 and consult with a medical professional. If you are seeking legal advice, please consult with an attorney.</p>			
3	What question(s) do you have about COVID-19? 🚩	KDE staff response	Available link for districts to use?	Date updated
4	If district is choosing a split inperson/virtual week and a parent of a student with special needs requests in-person attendance all 5 days stating it is their LRE, how do we handle this?	Please contact Veronica Sullivan at veronica.sullivan@education.ky.gov or Sylvia Starkey at sylvia.starkey@education.ky.gov in the Office of Special Education and Early Learning to discuss the specific situation.		8/4/2020
5	Incoming kindergarten students are assessed using BRIGANCE at the start of each school year. Since several districts are beginning school either virtually or with a hybrid model, will this be waived for the 2020-21 school year?	Virtual administration of assessments within the BRIGANCE Screens III is not recommended at this time. The procedure for administering the Screens III does not easily lend itself to videoconferencing technology and, therefore, Curriculum Associates has not validated administration of the BRIGANCE Kindergarten screen (the K screen) through a virtual approach. At its August 2020 meeting, the Kentucky Board of Education will consider a waiver to expand the timeframe of testing and reporting. The board will also discuss giving the Commissioner of Education the authority to exempt schools from screening students who may not attend schools in person.		8/4/2020
6	Must school-based preschool programs follow childcare guidelines and maintain a class size of 10?	KDE recommends using the room capacity calculator to determine the class size. A link is adjacent.	https://education.ky.gov/comm/Documents/RoomCapacityCalculator.xlsx	8/4/2020
7	What precautions should schools take if a student has medical waiver from the mask requirement and is in a classroom with medically fragile students? Who can attend school in that classroom?	Students should not be excluded from school if they do not or cannot wear masks, but extra precautions should be taken when medically fragile students are involved. In this situation, districts must be vigilant about everyone else following the	https://education.ky.gov/comm/Documents/Safety%20Expectations_FINAL%20DOC.pdf	8/4/2020



QUESTIONS AND ANSWERS